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ABSTRACT

An 18-month demonstration program was conducted by the Northern Virginia Cooperative Vocational Education Department of the Fairfax County Public Schools, in partnership with the Virginia Merit Shop Foundation, to recruit and train apprentices for eight construction trades. Emphasis was placed on recruiting women, members of minority groups, and English-as-a-Second-Language clients. During the program, approximately 400 apprentices were recruited, with the highest number between ages 26-38, and a large number of 18- to 25-year-olds. Staff included five full-time and two part-time employees. Students were recruited through advertising, public service announcements, and social service agencies. Evaluation at the program's midpoint showed a need to be more selective in recruiting and to spend more time on job development--changes that were made. As a result of the program, 82 clients were placed in jobs, one-fourth as electricians. Recommendations were made to: (1) tailor the program for each target group; (2) incorporate appropriate intake assessment; (3) make scheduling flexible; (4) allow lead time for job development (which became more difficult as the economy declined); (5) make use of networking; and (6) find creative means of transportation for clients. Products developed by the project include manuals for managers and clients, several brochures, a poster, and a 10-minute videotape now available in Spanish, Vietnamese, Korean, and English. (Included in this document are a final evaluation report, "Northern Virginia Cooperative Vocational Education Demonstration Program. 1989-1990 Grant Period" (Ruth L. Petkoff), information on the videotape, list of participating agencies and organizations, project publicity, staff job descriptions, and baseline management plan.) (KC)

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A PARTNERSHIP APPRENTICESHIP

Final Report

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a joint project of

Office of Adult and Community Education

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and Virginia Merit Shop Education Foundation

Funded by a grant from the U.S. Department of Education

APPRENTICESHIP

A PARTNERSHIP

PROJECT

Prepared by
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For

Office of Adult and Continuing Education
Fairfax County Public Schools
&
Virginia Merit Shop Education Foundation

A Joint Project

Funded by
THE U.S. DEPARTMENT OF EDUCATION

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INTRODUCTION

The Northern Virginia Cooperative Vocational Education Demonstration Program of Fairfax County Public Schools, in partnership with the Virginia Merit Shop Education Foundation, conducted a demonstration program under a grant awarded by the U.S. Department of Education. This eighteen month project ran from January 1, 1989 through June 30, 1990.

The demonstration program was designed to attract into apprenticeship programs minorities, disadvantaged individuals, single parents, adults in need of training or retraining, people who speak English as a second language, and women seeking non-traditional occupations. The program utilized the existing apprenticeship related instruction program (RI) of the Fairfax County Schools.

Since 1965, Fairfax County Public Schools (FCPS) has been designated by the Virginia Department of Education as the provider of apprenticeship related instruction in Northern Virginia. FCPS serves almost 20% of the total apprentices enrolled in the state. Approximately 70% of Northern Virginia's apprentices are in the construction trades, with 450 employers, 22 trades, and more than 100 instructors participating.

The Virginia Merit Shop Education Foundation (VMSEF), the private sector partner in this project, is a not-for-profit organization formed by the Virginia Chapter of the

Associated Builders and Contractors (ABC). The foundation provides a continuing construction education program for the current and future work force. VHSEF served as both an advocate and an operational entity for apprenticeship training and employer linkages for this project.

PROGRAM DESCRIPTION

NEED

The continuing shortage of skilled construction workers in Northern Virginia provided the impetus for developing the demonstration project. Northern Virginia has experienced unparalleled growth in the last five years, with new construction topping $1.2 billion each year between 1985 and 1988. However, as the demand for skilled workers increased, the pool of appropriately trained labor dwindled, and will continue to shrink. Current estimates predict that up to 75% of the existing skilled construction workforce will be retiring over the next 10 to 15 years.

Contributing to the need for this project is the low overall regional unemployment. Increasingly, employers are competing for skilled workers in all employment sectors, making it difficult for the construction industry to attract workers. This situation is not expected to improve in the near future.

By the year 2000, eighty percent of all new entrants in the workforce will be women, minorities and immigrants. Many will be limited English speakers and many will be lacking in basic education and training.

Demographics in the area demand that employers take note of a rapidly changing workforce. Higher numbers of women and limited English speakers have begun to dominate the pool of potential workers. While most of them are desperately seeking work, their skills are inadequate to meet the demands of local employers.

PROGRAM OBJECTIVES

The major challenges facing the project were: recruiting applicants from the diverse target population; projecting a positive image of construction trades and apprenticeship training; encouraging employers to be receptive to a new and different workforce; balancing the needs of industry with the needs of the target groups; and creating a program model for adaptation or replication by other apprenticeship programs.

The objectives of the project were:

* To encourage participation of women, minorities, and limited English speakers in the construction trades
* To promote apprenticeship training
* To demonstrate the effectiveness of a public/private partnership as a model for replication
* To reduce the current worker shortage in demand occupations in the construction industry

PROJECT COMPONENTS

The major components of the project were:

* Development of on-the-job training and apprenticeship agreements
* Recruitment and promotion
* Trainee assessment and pre-apprenticeship training
* Support services (day care, stipends, counselling, etc.)
* Enrollment in related instruction classes
* Product development

DEVELOPMENT OF ON-THE-JOB APPRENTICESHIP TRAINING

An essential component for the success of this public/private partnership was the level of cooperation required between the business community and the educational institution which developed because of a mutual interest in skilled labor. Because of an ongoing relationship already in place between the VMSEF and FCPS, promotion of the project goals was utilized to "put out the word."

* Early advertising of the project was done through the monthly newsletter of the Associated Builders and Contractors, Virginia Chapter (**Scoop**, circulation 1000) and their bi-monthly magazine (**Landmarks**, circulation 3,500).

* After the project was announced, every ABC member and VMSEF participating employer (approximately 500) received a personalized mailing describing the program.

Those wishing to participate were asked to return a participation form listing exact criteria their company required for job applicants. Thirty-five responded, forming the basis for the original job placement firms list.

* VMSEF coordinates activities of apprenticeship advisory committees in nine different building trades. Most trades met every one or two months throughout the project. At these meetings, project staff were available to report on the program and solicit job listings from any employers in attendance.

* Mid-point during the program a large number of applicants were awaiting placement in three specified trades. A special mailing was directed to those ABC-member companies engaged in those particular businesses in order to identify any hiring needs that existed in these areas.

* The project was most heavily promoted after January 1, 1990, the same time that the intake and training procedures of the program were modified. This necessitated increased job development activities to match the increased number of clients entering the program--at a time when the slowdown in the building industry in Northern Virginia was becoming more and more evident.

* A massive mailing was sent in February, 1990, directed at all identifiable construction companies. Membership lists of the Associated Builders and Contractors, Associated General Contractors, Northern Virginia Building Industry Association and/or the Virginia Merit Shop

Education Foundation were consulted for this mailing, as were all other existing apprenticeship sponsors enrolling students in the Fairfax County program. Approximately 4000 companies received a mid-point brochure explaining the program. The brochure was accompanied by a letter from the VHSEF Executive Director, asking them to consider program graduates for jobs with their companies. The response was very positive, with approximately 50 companies asking for additional information on the project or for referrals of graduates for job interviews.

* Companies advertising in the Washington Post for helpers were called on a regular basis and asked to consider graduates of the program for employment.

* The Apprenticeship Information Center agreed in February, 1990 to offer their resources and job listings to graduates of the program, increasing the counselor resources and job listings available for program participants interested in employment opportunities.

RECRUITMENT

Recognizing the importance of promotion and recruitment, a massive effort was made to advertise and market the program to the target audiences. Recruiting for the project presented difficulties and challenges. Contacts were made in the early part of the project with local community-based organizations and service providers

who continued to refer clients throughout the course of the project. A list of agencies and organizations which referred clients is included in the Appendix.

Community Based Organizations. Agencies providing direct services to immigrants and refugees were enthusiastic referral sources. One unexpected problem was the undocumented status of many of their clients, which prohibited them from participating in this project. Church groups, homeless shelters, probation officers, and ex-offender assistance programs were also contacted as possible sources of applicants.

Department of Human Development. Fairfax County's office of manpower training programs, as well as other county offices were contacted by mass mailing of letters and fliers, by personal contact, and in-house newsletters.

Fairfax County Public Schools. Because FCPS has been serving special need adult groups for many years and has a long reputation for service, this project made use of contacts and networks established over the years. Within the Fairfax County Public Schools, referrals were made from programs serving adults, including adult English-as-a-second-language students, Project Update (displaced homemakers and single parents), External Diploma Program (adult high school completion), and Adult Basic Education

programs. Announcements ran in issues of the **Familygram**, a publication sent to each student in the Fairfax County Public School system.

Contact was also made with guidance counselors and career coordinators within the FCPS high schools.

Many of the referrals from social service agencies faced too many barriers to enter apprenticeship programs without serious intervention, which this project could not provide. Mid-way through the project, the outside evaluator recommended developing a creative recruitment program to reach the underemployed in our target groups.

Once it had been determined that new recruiting methods were needed, several options were explored. As the project altered its focus from recruiting the long-term unemployed to recruiting individuals who were underemployed and to those wishing to make a career change, it became apparent that paid advertising would be needed.

Direct Mail. The possibility of recruiting through a direct mail campaign was explored. However, because response to such programs is usually sparse, especially when only one mailing is made, the technique was deemed ineffective for this project.

Newspaper Ads. By far the largest response received was from an ad placed in the **Washington Post.** This

ad offered "career training", listing the trade options and providing telephone numbers. More than 100 calls were received after the ads were placed.

Quick and numerous responses from Virginia, the District of Columbia, and Maryland indicated that there was an extensive need for this program. Moreover, the response demonstrated the efficacy of newspaper ads for providing information to potential apprenticeship trainees. Clearly, people seeking new career opportunities read the employment sections of the newspaper. Thus, newspaper ads are more likely to reach interested persons than "accidental" contact by means of cable TV or direct mail.

Ads placed in smaller local newspapers (see Appendix) met with more limited results, indicating that advertising in large metropolitan newspapers is a more cost effective means of disseminating information. Nonetheless, press releases were regularly submitted to a mailing list of local newspapers, announcing pre-apprenticeship training sessions.

Other Media. A public service announcement was drafted and sent to local radio stations in the metropolitan area. Although several calls were elicited from the radio spots, it was difficult to evaluate this recruiting method. Many stations never used these spots or ran them at odd hours of the day and night.

Fairfax County Public Schools operates "Red Apple 21",

a cable television station with a continuous Bulletin Board. Announcements about pre-apprenticeship were aired throughout the project.

Current client referral. One of the most effective recruiting methods was "word of mouth". Many clients were referred by "friends", reinforcing what is commonly recognized as the first and best source of recruiting--personal contact. Small groups of English-as-a-second-language speakers came into the program together, many having been referred by an ESL teacher or a friend having experience with the program.

Current apprentices. A letter was sent to each of the more than 1800 apprentices currently enrolled in related instruction. While this seemed to be an obvious group to tap, these letters did not appear to produce many referrals.

CLIENT SELECTION

First phase of project. Client selection criteria changed dramatically during the course of the project. This section presents information about the stages in which criteria for client selection were developed.

During the early stages of this project, anyone expressing interest in the program was admitted to pre-apprenticeship training. The only requirement for admission was eligibility to work in the United States. This

procedure resulted in an extremely diverse group of applicants with great differences in language ability, age, and work background. Rapidly, it became clear that some screening was necessary.

Second Phase of Project. Following the recommendations of the third party evaluator, a three part process was established to insure that clients in the program were serious about entering apprenticeship and would be able to successfully complete related instruction classes.

Once these procedures were in place, the staff, as well as the clients, were able to identify an individual's suitability for the program. Those who felt themselves unsuitable eliminated themselves. Some were referred to other programs or agencies.

Selection took place during the orientation session. If a client was accepted and referred to the PAT, s/he agreed to attend the required workshops.

The PAT workshops were based on the assumption that there are a number of specific and important steps which must be considered and undertaken by each individual applying for apprenticeship training. These workshops were designed to provide the participants with an opportunity to explore themselves in an honest, in-depth manner; to consider their wants, needs and values; to examine their goals, interests, and experience; and to assess

realistically the demands of family within the environment of work.

The workshops consisted of the following:

1. Client interviews to determine work readiness and identify personal barriers to employment.

2. Evaluation of client aptitudes and specific career interest.

3. Development of personalized "action plans" for each applicant.

4. Introduction to the "culture" and characteristics of the construction trades being promoted: heating and air conditioning, electricity, painting, plumbing, bricklaying, sheet metal work, carpentry, and cabinetmaking.

5. Development of positive work attitudes and behaviors.

6. Focusing on issues relating to self-esteem and motivation.

7. Visits to construction sites.

8. Providing guest speakers from the construction trades.

The designers of the Pre-Apprenticeship Training component believed that these were the essential elements of a training program for this target population.

PROGRAM MANAGEMENT

Staffing. The staff included five full- time and two part-time employees. Job descriptions for each are included in the Appendix.

Co-Directors. There were two co-directors, each devoting one quarter of her time to the project. The program

specialist for apprenticeship related instruction in the Fairfax County Public Schools served as one co-director. Her time on the project was contributed as part of the in-kind services of the grant.

The Executive Director of the Virginia Merit Shop Education Foundation, the private-sector partner in the project, served as the second co-director.

Coordinator. The full-time project coordinator was responsible for carrying out all project activities as outlined in the proposal.

Counselors. Two full-time counselors were responsible for direct contact with clients. In the first phase of the project, the counselors duties were identical, and included individual counselling, interviewing, and job placement.

During the second phase of the project, when formal orientation and pre-employment interviews were instituted, the counselors' responsibilities were separated. One counselor became responsible for all orientation activities, including testing, counselling, and referring clients to pre-apprenticeship training. The other counselor then assumed all responsibility for placement, conducting pre-employment interviews, and following up with clients.

This division of responsibilities helped the project run more smoothly, utilizing each counselor's area of expertise. It also provided a single point of contact for employers.

When the project was envisioned, it was thought that the most time-consuming tasks of the counselors would be to provide counselling and support services to the clients. As the project progressed, however, it became apparent that job development and placement were the most difficult and time-consuming tasks. The shift of responsibilities allowed one counselor to devote full time efforts to identifying employers willing to hire clients.

Secretarial. The project employed two full time seretaries to prepare reports, attend to correspondence, maintain a client data base, prepare all training materials, and perform other standard clerical functions.

STAFF DEVELOPMENT

Several activities were conducted to provide assistance to the project staff. These activities included two training sessions for the immediate project staff and one inservice training for the staff of the related instruction program.

Project staff inservice. Shortly after all the staff had been hired, an in-service was held to discuss how the project would proceed and to allow the staff to get to know one another in an informal setting. Staff from the Adult English-as-a-second language program provided cross-cultural training to enable staff to deal effectively with foreign-born clients. Also discussed were FCPS resources

and programs for clients, the client flow within the program, and how apprenticeship works. This proved a useful introduction to the project.

Six months into the project, the third party evaluator identified a need for training to enhance staff communication and team building. As a result, the staff participated in a six hour workshop, using the Myers-Briggs Type Indicator as a vehicle to meet these needs.

Certified trainers from Otto Kroeger Associates provided each staff member with the Myers-Briggs questionnaire to complete. The results were analyzed and exercises were designed to help staff understand one another and how to work together more effectively.

Inservice Training for Instructors. Each fall, the approximately 110 instructors of apprenticeship related instruction participate in an inservice training program. In 1989, during this project, inservice was supplemented by two presentations relating to project activities. The topics included Women in the Workplace and Cross-Cultural Training.

This inservice offered an opportunity to help instructors develop sensitivity to women and the foreign-born, who are showing up in increasing numbers in the classes. A guide for inservice programs for apprenticeship instructors was developed as part of this project, and contains suggestions for designing effective and enjoyable

inservice programs (See Inservice Programs For Apprenticeship Related Instruction: A Guide for Managers).

RECORD KEEPING AND REPORTING

Baseline Management Plan. Early in the project, the coordinator developed a management plan for the project (see Appendix). This served as a basic tool for scheduling report due-dates, advisory committee meetings, and all other project activities.

Weekly Reports. Brief weekly reports from counselors to the project coordinator were instituted as a way to ensure an equal work load and to assess the level of effort required for tasks assigned counselors. This was particularly helpful because the counselors, the coordinator, and the co-directors were located in different facilities.

Client Data Base. As application forms were completed by applicants, the basic information for each was maintained in three ways: 1)an index card, including the name, address, social security number, and phone number; 2) a file folder; and, 3) a computer record in the project data base, which included native language, sex, ethnic group, education, and information on the client's status in the program.

Budget Reports. FCPS financial management systems provided project staff with monthly Program Manager's Reports. Reports listed all expenditures by category for the previous month. Files were also maintained by category

for all purchase orders charged to the project. Separate records were kept on stipends paid, including client name, social security number and amount, and expenditures for child care providers.

Quarterly Project Reports. One or two page reports were submitted to the federal project monitor each quarter. These reports outlined the main activities and accomplishments of the project during that quarter. The federal project monitor also discussed the project status and potential problems with the project coordinator each month.

Dissemination Plan. Five months prior to the end of the project a dissemination plan was developed for the distribution of the project's products. Since dissemination is a key component of a demonstration grant, this plan was important to the overall success of the project.

Staff Location. When the project began, the counselors, coordinator, and co-directors were located in different locations within Fairfax County. Space limitations made this necessary because there was no single building that could accommodate the entire staff. As a result, the coordinator and one secretary were housed at the main apprenticeship office (Pimmit Hills Adult Center); the second secretary was housed at the VHSEF office with the other co-director; and the two counselors were housed at yet another school (Bryant Adult Center).

Advantages. The chief advantage of this arrangement was geographical coverage. A client could walk into any of these three locations and receive information about apprenticeship training. It also gave the program more visibility within the FCPS as the staff was able to interact with other school staff in more than one location.

Disadvantages. The separate locations decreased the efficiency of the project staff from a management standpoint. The two adult centers were 40 minutes driving time apart, causing time lost to travel between sites. The computer data base was located at the VMSEF office, requiring manual transmission of client files from the counselor's office. At times, the counselors felt isolated from the other project staff. Meetings were held, but the logistics did not allow informal communication or easy working relationships to be built up among the entire staff.

THE PARTNERSHIP

The grant mandated coordinated planning and programming between FCPS and VMSEF. The project was designed to be a collaborative effort, to bring together the schools and members of the various construction organizations to address their mutual interest in the training process. The partners shared in the planning and the implementation of the program, which was supposed to address mutual needs and yield benefits to both partners.

While collaboration was paramount to the achievement of any degree of success, each partner had a distinct point of view. Because it is an educational agency, FCPS considers the interests of the student and education enterprises. The emphasis is on the growth and personal success of the student, particularly in adult education, where many students are going for a "second chance".

An organization of employers such as VMSEF, however, although strong supporters of apprenticeship and continuing education, keeps its eye first and foremost on the "bottom line". The pressures of deadlines and bidding for jobs in the private sector are overwhelming. Several employers expressed concern over the costs of providing social services. Quite simply, the construction industry is not in a position to hire entry-level workers with major barriers to employment.

Economic constraints of the industry sometimes eliminated single parents. They had needs for flexible child care arrangements and transportation which industry is not yet equipped to meet.

One of the positive mechanisms by which project staff were able to interact with employers and VMSEF was attendance at trade advisory committee meetings. Originally established by FCPS and currently administered by VMSEF, each committee was composed of apprenticeship instructors

and employers. They met monthly to advise PCPS on the related instruction classes. These meetings also were opportunities to discuss industry trends, labor market needs and other issues confronting the industry.

Cooperative Relationships with other Groups

Community Based Organizations and Human Service Providers. Private and public agencies providing services to the target groups responded quickly and frequently to the project. Northern Virginia has many refugees and immigrants who require training and employment opportunities. Good working relationships were established with many organizations.

Virginia Department of Labor and Industry. The DOLI was most helpful to the project staff, making presentations at pre-apprenticeship training sessions and helping to register clients who had been placed in apprenticeship training programs.

Apprenticeship Information Center. The AIC was established by the Virginia Employment commission to promote apprenticeship and help fill the labor needs of employers.

The AIC staff assisted the project in administering the GATB during the first phase of the PATs. In addition, they worked jointly with the staff to place clients in the second phase of PATs, and were most helpful in referring clients into the program.

RESULTS AND DISCUSSION

PARTICIPANT PROFILE

Despite an initial concern that designing a program to reach 300 people might be too ambitious for a demonstration grant, the results of the project far exceeded expectations. In fact, the program reached over 400 people and drew participants from extraordinarily diverse backgrounds.

Although the project staff had designed an extensive system of data intake and storage, program participants rarely supplied all the requested information. Language limitations, educational barriers, and fear led many participants to withhold some data. Nonetheless, sufficient data for limited demographic analysis are available for 384 of the 403 program participants.

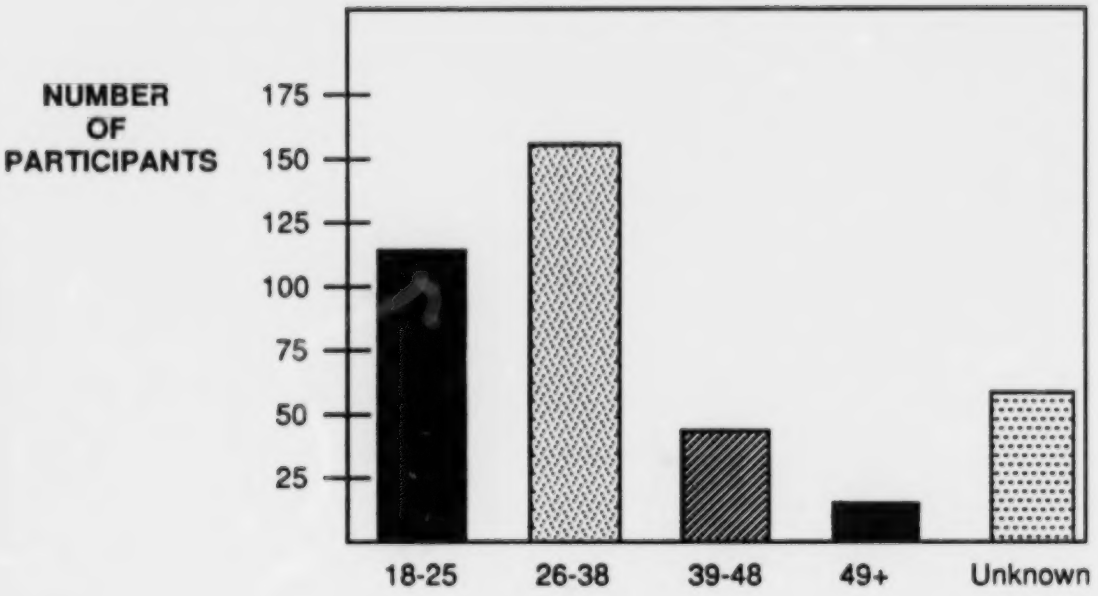

Figure 1
Age Classes of Project Participants
N=384
Range=17-64 $\bar{X}$=26

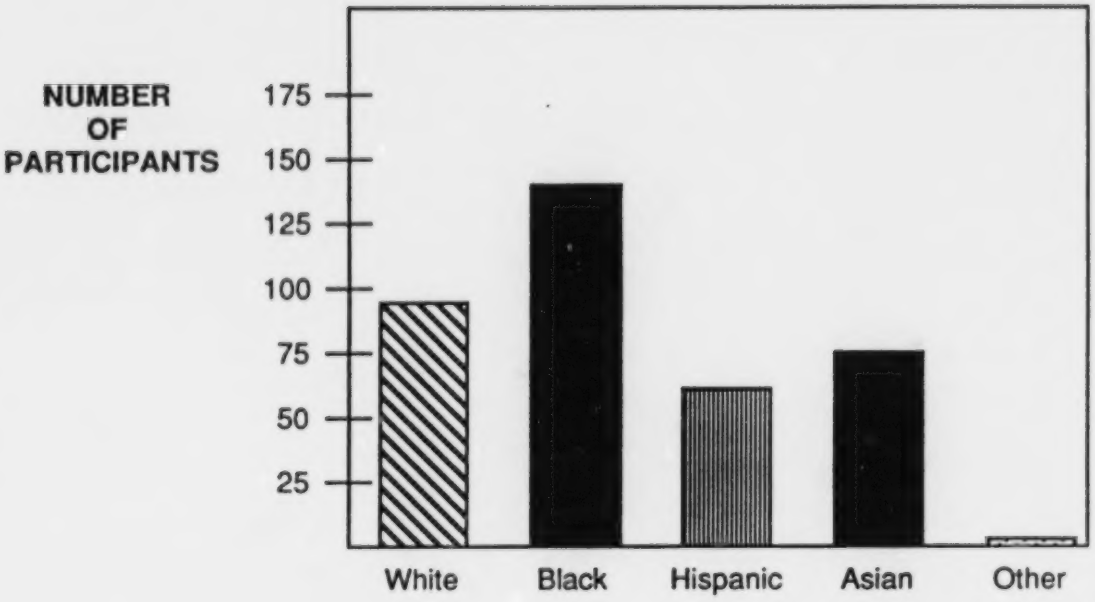

Figure 2
Racial Distribution of Project Participants
N=368

Sex. Nearly 25% (97) of the program participants were women. Although there are no published statistics on the representation of women in the trades, empirical observation of the striking absence of women in most trades indicates that the demonstration program did, indeed, meet one of its primary goals: i.e., to make more women aware of training in non-traditional fields.

Age. Age ranged from 17-64, with a mean age of 26. The largest age class, however, was represented by people between the ages of 25 and 38 (Figure 1). This age class was apparently comprised of unemployed or underemployed adults looking for career changes, rather than people just entering the job market. The over-representation of this age class also suggests that the program met another project goal: i.e., allowing motivated, but poorly trained, unemployed and/or underemployed people access to better jobs and higher wages.

Race. Sixty-six percent (N = 368) of the 403 participants provided information on racial origin (Figure 2). Minorities accounted for 75% of the program participants, a proportion that far exceeds the percentage of minorities represented in the Northern Virginia area.

Blacks accounted for the largest proportion of minorities represented in the program, comprising 37% of the program participants. The second most commonly represented minority was Asian (28%), followed by Hispanics (15%).

Twenty-five percent (25%) of the program participants were white; 3% fell into other, unspecified racial categories.

Once again, the data demonstrate the accuracy of program targeting. The program did attract minorities far out of proportion to their presence in the general population.

Language. 359 program participants provided data on their native languages. In all, native speakers of 37 languages participated in the program. English speakers comprised 54% of the population, with non-English speakers accounting for 46% of the participants.

In all, 24% of the program participants were native Spanish speakers, and about 15% spoke Vietnamese. Thus, about 85 individuals, nearly 25% of the program participants, were quite linguistically isolated. Once again, the data suggest that this program was extraordinarily successful in attracting a culturally diverse client population.

Job Preferences and Placement. Eighty-two clients were placed in jobs through the program. Job titles are known for 65. Nearly 25%, 18 men and 6 women, took jobs as electricians. Eighteen participants, 16 men and 2 women, took plumbing jobs, while 11 men and 4 women went into carpentry and/or cabinet making. The remaining individuals were evenly distributed in roofing, sheet metal, painting, masonry and optometry jobs.

It is interesting to note that job placement had more to do with individual preference than with the job market. For example, although sheet metal job opportunities are at least as numerous as jobs in electricity, only 5 of the program participants indicated an interest in training for this work. It is likely that participants indicate preference based on general familiarity with fields, rather than on first-hand experience with work in each field. The apparent lack of interest in certain jobs probably reflects the fact that some jobs, like apprenticeship training itself, are poorly understood.

Of the participants who were placed, 77% were still employed at the time of project completion. This is an unusually high rate of retention and suggests that similar future programs would meet with great success.

Discussion of Program Components: Hindsight makes it easy to recognize that of all the project components, the most difficult were recruiting the clients and developing the jobs, not training or providing services. These difficulties were impossible to predict before the demonstration program, and one unexpected positive outcome of the demonstration project is an enhanced recognition of the role of recruitment and job development.

This recognition arose as a result of an unexpected change in the labor market. When the market did change, the focus of the project changed, demonstrating the flexibility inherent in such programs.

At the mid-project evaluation, the staff discussed the difficulties resulting from the changing labor market with the third-party evaluator. She suggested a refocus on extensive recruitment, client assessment, and job development.

Recruitment and Assessment. After the mid-project evaluation, when changes were made in methods of attracting and screening potential applicants, many more appropriate clients participated in the project.

During the second part of the project a participant orientation session was added. During orientation, additional assessment procedures were initiated, which made a striking difference in the types of clients referred into the program.

Once the orientation sessions had been inaugurated, the number of PAT hours had to be reduced. Because clients were required to participate in three different steps at three different times (orientation, PAT, and pre-employment interview), the planned number of PAT hours would have imposed an undue burden on the program participants.

Job Development and On-The-Job Training. The dramatic slowdown in the construction industry from the time the project was conceived to date made the job development component an increasingly difficult task. The original group of companies which had been expected to provide jobs (ABC member companies) could not provide sufficient jobs for the program completers.

The number of companies solicited to hire graduates had to be increased several times: from ABC and VMSEF members to advisory committee members who did not belong to either association; then to AGC and NVBIA members; and, finally, to all companies contacting the AIC or advertising in the Washington Post for employees. Even with the assistance of the AIC, placement was difficult during the last quarter of the project.

Employees who had previously hired project clients were now unable to hire anyone. Clients were therefore encouraged to take jobs related to their desired trades, if possible; and to enroll in related instruction classes as soon as possible. The rationale for the latter was that inexperienced workers who had completed related instruction classes are more attractive to potential employers.

Despite the unpredictable economic downturn, the placement process actually improved during the last phase of the program. Because more appropriate clients had enrolled in the program, they were likely to complete the program successfully and to become registered apprentices.

Support Services. A large amount of child care money in the budget was not used for several reasons. It was difficult to recruit women with small children because low starting salaries and working conditions made it impossible for many to participate in the program. Child care providers who could take children before 7 a.m. were almost impossible to find. However, the reduced PAT hours actually

reduced the number of child care hours women who did participate in the program needed.

RECOMMENDATIONS

* **Tailor the program for each target group.** Each target group has different needs. The foreign-born require more English-as-a-Second language instruction. In addition, cultural differences require different approaches in recruitment and in delivery of services.

Women as a separate target group have different concerns and needs. An unexpected success of this program was the development of a women's support group which persisted after the program itself was over.

* **Incorporate appropriate assessment.** In order to meet the needs of a particular population group, it is critical to have adequate baseline information. There are ample assessment instruments and tests and all programs of this nature should make use of them.

* **Scheduling.** Programs need to be flexible in the timing of training. For many potential program participants, evenings and weekends are the only times during which they can attend such sessions. For others, daytime is fine. Ideally, training should be scheduled for standard working day hours and for non-traditional, evening and night time slots.

* **Allow lead time for job development.** Employers must be contacted early in the project, probably before recruitment and training. Job development is a complex and

time consuming task. Adequate provision must be made early on.

* **Networking.** Actively build relationships with other agencies, service providers, client referral sources, and other organizations involved with apprenticeship. Networking with a variety of groups helps promote the program and insures cooperative inter-agency relationships.

* **Transportation.** The greatest barrier to employment within the construction field is lack of transportation. Many employers will not hire employees who depend upon public transportation. Creative ways of assisting clients with short-term transportation should be explored.

* **Product Development.** The products developed to promote apprenticeship training will be useful to any follow-up projects. These products include two manuals: (1) **Inservice Programs for Apprenticeship Related Instruction: A Guide for Managers**, (2) **Introducing Apprenticeship: A Learning Activity Package,** several brochures, a poster used to recruit women into the construction trades, a 10 minute 1/2" videotape recruiting adult women, minorities, and English-as-a-second-language speakers into eight skilled trades. These videotapes have been translated and are now available in three languages, Spanish, Vietnamese and Korean.

FINAL EVALUATION REPORT

NORTHERN VIRGINIA COOPERATIVE
VOCATIONAL EDUCATION DEMONSTRATION PROGRAM

1989-1990 GRANT PERIOD

FAIRFAX COUNTY PUBLIC SCHOOLS
OFFICE OF ADULT AND COMMUNITY EDUCATION/APPRENTICESHIP
7510 LISLE AVENUE
FALLS CHURCH, VIRGINIA 22043

Ruth L. Petkoff, Ed. D.
1929 Rhode Island Avenue
McLean, Virginia 22101

Cooperative Demonstration Program (High Technology)
Office of Vocational and Adult Education
U.S. Department of Education
V199A90035

September, 1990

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PREFACE

The Northern Virginia Cooperative Vocational Education Demonstration Program of Fairfax County Public Schools in partnership with the Virginia Merit Shop Education Foundation has conducted a demonstration program since January 1, 1989 under a grant awarded by the U.S. Department of Education. This final evaluation report is one part of a wide range of evaluation activities conducted for the project during the current 18 month grant period, January 1, 1989 through June 30, 1990 and provides a summary profile of the program.

METHODOLOGY

The evaluator visited the Cooperative Demonstration Project during the week of September 21 -28, 1989 to collect the information necessary for the final evaluation report. An interim evaluation report was submitted in November 1989. The evaluator visited the project on June 5 and 6, and during the week of June 18-22, 1990 to prepare for the final evaluation report.

The approach chosen to provide a comprehensive and meaningful evaluation of the results of the program will be to transcend a sterile statistical analysis. This evaluator feels that it is important that program planners go beyond the findings of numerical evaluations to understand why programs perform as they do and how their performance can be improved. Evaluation is most useful when it is treated as a

process, a way of decision making. The material presented in this report will be directed toward meeting the needs of program decision makers and program planners for the improvement of apprenticeship programs.

The evaluation plan used therefore will encompass the concepts of both formative and summative evaluation. Formative evaluation, in general, is concerned with the processes that enable the achievement of program goals. The refinement and adaptation of curriculum material to the specific needs of apprenticeship trainees, the outreach methods used to communicate the program intent to potential applicants, and the efforts made to find appropriate job sites, are all examples of events that are evaluated formatively. Summative evaluation, in general, is concerned with assessing the achievement (or extent of achievement) of program outcome or impact. The number of participants served, the types of placements made, demographic participation ratios, and placement/wage indices are all examples of the types of phenomena that involve summative evaluation.

The evaluator wishes to thank program administrators and staff who generously provided their cooperation, time, and assistance. The discussions conducted were candid, productive, and confidential. The results of these discussions, along with other documents provided by the

project personnel, comprise the basis for the findings and recommendations set forth in this report.

The project staff members interviewed were the Co-Directors, Dr. E. A. Carlos, Program Specialist Adult and Community Education; and Ms. D. Bowen, Executive Director Virginia Merit Shop Education Foundation; the Coordinator, Ms. A. Teresa, the Counselors, Ms. C. James and Ms. D. Brand; and the Secretarial Staff members Ms. K. Scott and Ms. F. Foust.

I. INTRODUCTION

APPRENTICESHIP DEMONSTRATION GRANT PROGRAM

The apprenticeship demonstration grant program was managed by the Fairfax County Public Schools (FCPS) Office of Adult and Community Education, an educational agency in Northern Virginia, in cooperation with the Virginia Merit Shop Education Foundation (VMSEF), a private-sector association.

The program components were designed to demonstrate that direct cooperation and collaboration between a local educational agency, utilizing existing related instruction programs for apprentices, and the private sector, including construction trade association, area-wide employers and local community-based organizations, could improve opportunities for unemployed minorities, hard-to-serve

women, and underemployed limited English proficient persons, to enter into occupations requiring skilled workers and technicians.

PROJECT OBJECTIVES

The project had established the following objectives:

1. To demonstrate successful ways to attract women, minorities, and people who speak English as a second language to occupations requiring skilled workers and technicians.

2. To encourage the elimination of sex bias and sex stereotyping in the construction industry.

3. To train workers in high technology occupations for employment in the construction trades.

4. To use apprenticeship and on-the-job training to provide career paths for permanent positions in the construction industry.

A post interview meeting was held with the project staff following the mid grant evaluation. At that time several additional objectives were determined to be necessary.

5. Actively recruit unemployed and under-employed women, minorities, and English as a second language speakers in the Northern Virginia area.

6. To screen potential trainees to identify their job skills aptitudes, English language proficiencies, and training/job field interests/needs.

7. To provide weekly scheduled career/work counselling sessions to prospective applicants, including the development of Employability Development Plans for each enrollee.

EVALUATION PURPOSES AND PROCEDURES

Under terms of the grant from the U.S. Department of Education, the Apprenticeship Project was required to evaluate its own progress, effectiveness, and outcomes. To obtain an objective evaluation, funds were set aside to hire an evaluator from outside the project. While there was no specific requirement that a mid-grant evaluation be conducted, the evaluator deemed a mid-grant evaluation advisable.

To collect the information necessary for the mid-grant evaluation report, the evaluator visited the project in September, October, and November 1989, during which the following activities were conducted:

1. An overview of the planned grant evaluation procedures were presented during a general project staff meeting.
2. All grant award documents were reviewed.
3. The evaluator met with the project co-directors for the purpose of obtaining data concerning the specific and broad goals and objectives for the project.
4. Interviews were conducted with all other project staff to gather data about specific areas defined for them in the program design.
5. Assorted project reports, documents and other matters identified by the project staff, coordinator, and director were obtained and examined.
6. Exit briefing were conducted with the project coordinator and the directors.

To collect the information for the final evaluation report, the evaluator performed the following activities:

1. Reviewed enrollment and job placement statistics of activities occurring during the period January 1,1989 to June 15, 1990.

2. Interviewed all project staff.*

3. Examined participant evaluation forms. Reviewed project weekly reports, inter-agency memoranda, project products and correspondence.

II. STATUS CONCERNING MID-TERM EVALUATION REPORT

Five recommendations were submitted as a result of the interim evaluation. Each of the recommendations is stated below, followed by a brief statement concerning the outcomes of the recommendations.

Recommendation No. 1. Consideration should be given to redesigning the intake documents as well as the intake procedures.

Comments: In an effort to establish a standardized procedure for collecting participant information a revised employability form was developed in early November and implemented shortly thereafter. Since the intake process marks the first formal contact an applicant has with the

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* It should be noted that, due to the co-ordinator leaving the project in early June prior to the completion of all the required products, the evaluator has assisted the project in completing several of the final products. She has also visited the project and met with the project staff several times during the past year. Although the evaluator is very familiar with staff members and project operations, she has diligently followed an evaluation approach which permits objective collection and review of information.

system it can affect the applicant's attitude and expectations for his/her potential for success in the program. The intake process also documents the applicant's entry into the program and provides the basis for collecting necessary information. The revised intake form served this process well and the staff expressed satisfaction with its use. In addition, the intake counselling activities which occurred within the intake process, were expanded to include additional opportunities to observe prospective trainees in action prior to admission into the program.

Recommendation 2. Consideration should be given to the administration of the Test for Adult Basic Education (TABE) to all applicants.

Comments: In an effort to improve data collection during the assessment process the TABE was included in the intake process. The staff reported that the information gained was beneficial in matching applicants to appropriate training or to other resources.

Recommendation 3. Consideration should be given to distributing a current and accurate organizational chart.

Comments: The Co-Directors developed and distributed an organizational chart to all staff members. While organizational charts have limitations in portraying the realities of an organization, it did provide a useful planning tool for demonstrating relationships. It also assisted in establishing the project's view as to the

functions, relationships, and levels of various positions in the administrative hierarchy.

Recommendation 4: Consideration should be given to instituting an extensive and innovative program of recruitment in order to attract the specific kinds of applicants for whom this program was designed.

Comments: Perhaps the single most important factor in achieving success for this program was not the training per se, but the recruitment and selection of appropriate individuals. An active campaign was instituted shortly after the staff received and considered the mid-grant evaluation report. Recruitment efforts were intensified and targeted to the population segments for whom the grant had been intended.

Recommendation 5. Consideration should be given to redesigning the Pre-Apprenticeship Training (PAT) portion of the grant.

Comments: A revised series of pre-apprenticeship training was instituted. The new plan allowed for easier access to the program and was geared to the specific need of the clients.

III FINDINGS

INTRODUCTION

The Cooperative Vocational Education Demonstration Project operations are briefly described as follows:

1. The program has developed a model for successful use of an industry-wide Pre-Apprenticeship Training program that demonstrates cooperation with the private sector.

2. It has developed recruitment material geared to the segments targeted.

3. The counselors and PAT instructors have adapted their instructional methods and techniques to meet the special needs of the applicants.

4. The project has developed an initial awareness of Apprenticeship programs and benefits among community agencies and businesses.

5. The placement function within the EDP/Counselling system has generated procedures for matching enrollees with jobs.

SUCCESSFUL PRACTICES

As the project progressed it developed a number of highly successful practices. Examples of these practices, which should be emulated by future programs, are:

Successful Practice 1. Establishment of a policy of program and staff flexibility in meeting projects requirements.

Comments: The project has been highly effective in meeting program goals. A policy of flexibility encouraged the staff to devise procedures effective in meeting trainee and program needs. When it became obvious that workshop materials, intake methods and job development activities

were not as effective as anticipated, changes were instituted. To meet the demands of a tightening job market, intensified selection procedures were instituted, i.e. additional resources were allocated to recruitment and staff responsibilities were reorganized better to utilize the skills of each counselor.

Successful Practice 2. Staff development activities were designed to inform new instructors and staff concerning the history, philosophy and key elements of apprenticeship training.

Comments: Several activities were conducted to provide assistance to project staff and to the approximately 110 instructors of apprenticeship related instruction program. These inservice activities were specifically geared to one of the project's goals: "to encourage the reduction of sex bias and sex stereotyping in the construction industry." The inservice program provided an opportunity to help instructors develop sensitivity to women and to the foreign-born, who were appearing in the workplace as well as in the classroom in increasing numbers. A guide for inservice programs (Inservice Programs for Apprentice Related Instruction : A Guide for Managers) was developed as part of this project and is available for dissemination. This guide will to be a valuable resource for other apprenticeship programs.

Successful Practice 3. Partnership activities between Fairfax County Public Schools, a local educational agency and Virginia Merit Shop Education Foundation, a private sector association.

Comments: This project successfully demonstrated the feasibility and benefits derived from direct cooperation and collaboration between a local educational agency and the private sector. FCPS, utilizing the existing related instruction program for apprentices, co-operated with a local construction trade association, and area-wide employers to increase employment opportunities for the target population. The partners joined in the planning and implementation of the program. Project staff were encouraged to interact directly with employers and VMSEF by attending monthly trade advisory committee meetings. These meeting provided opportunities for discussion of industry trends, and labor market requirements.

Successful Practice 4. Recruitment activities and procedures employed to attract the target population.

Comments: It is not sufficient simply to provide programs for special needs groups. Programs must inform the target population about the programs, convince the individuals involved that they will have an opportunity to succeed in these programs, and that successful completion of the programs will assist them to improve their socioeconomic

status in life. The project staff were extremely creative in their approaches to extend their message to the specific communities in order to reach their target populations. Participant statistics reveal that the project was extremely successful in reaching its designated participants; minorities, women, and limited English speakers. Minorities accounted for 75% of the program participants, a proportion that far exceeded the percentage of minorities represented in the Northern Virginia area, while nearly 25% of the program participants were women, and 46% of the participants were non-English speakers.

Successful Practice 5. Activities related to continual performance analysis and evaluation.

Comments: One of the subtler problems involved in program evaluation stems from a misapprehension of what this type of evaluation is all about. Too often program operators shy away from formal evaluation because of an erroneous impression that evaluation only involves criticism of the program and is a self-condemning process. These program directors however, were open to and welcomed assistance in understanding the program evaluation procedures from the inception. They were anxious to go beyond the findings of only numerical evaluation to discover why the program operated as it did and how their performance could be improved. They made a determined effort to establish high

standards of operation, choose appropriate program goals, and worked diligently toward meeting those objectives in order to improve their program performance.

STATISTICAL SUMMARY

SEX. Program records indicated over 400 participants. However, only 384 individuals answered the question related to sex, 275 males and 97 females. Accordingly, nearly 25% of the participants were women. Thus, the program did meet one of its primary objectives; to attract women to the construction industry.

AGE. The age of the participants ranged from 17 to 64. The average age was 26. The largest age category however was between the ages of 25 to 38. This age group is obviously not representative of the new entry level worker, but rather reflects unemployed or underemployed adults looking for additional skills which will improve their economic status.

RACE. Data relative to race was available for 386 individuals. Overall minorities accounted for 75% of the participants. Of these, Blacks constituted the largest proportion of the minorities (37%). The second most commonly represented minority was Asian (28%) followed by Hispanics (15%). This is yet another indication of the success of the program in attaining the stated objective of attracting minorities.

Language. Data with respect to native language was provided by 359 participants. Substantial language differences were discovered. More than 35 languages were identified. Limited English, or non-English speakers, accounted for 46% of the participants; Spanish speakers comprised 24%, and Southeast Asians accounted for about 15%

Education. The data submitted on educational background was difficult to interpret. While 345 of the participants answered this question, it must be understood that educational institutions around the world have different classification than those common to our educational system. Graduation from high school, or completion of the 10th grade may be something entirely different in Vietnam, Ethiopia, and Korea. Therefore the following facts, may or may not, provide data which is meaningful, however it is being included for informational purposes.

Status	N=345	%
Less than High School	23	.06%
GED/Diploma Recipient	61	.18%
Trade/Voc School	10	.03%
High School Graduate	166	.48%
2 Year College(USA)	9	.03%
4 Year College(USA)	7	.02%
University of China	2	>.01%
University of Nicaragua	2	>.01%
Advanced Degree	2	>.01%
Unknown designations	63	.18%

JOB PLACEMENT. Eighty-two participants were registered as apprentices and were placed on the job. Job titles are known for 65 of these. Nearly 25%, 18 men and 6 women, took jobs as electricians. Eighteen participants, 16 men and 2 women, entered the plumbing field, and 11 men and 4 women selected carpentry or cabinet making. The remaining trainees were evenly distributed in roofing, sheet metal work, painting, masonry and optometry jobs. Of the participants who were placed, 77% were still employed at the time the project was concluded.

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"CONSIDER APPRENTICESHIP"
TRAINER'S INFORMATION

Introduction

"Consider Apprenticeship" is a ten minute 1/2" VHS video presentation that seeks to interest under represented groups in apprenticeship training for construction trades. The video features workers in eight different trades: heating and air conditioning, bricklaying, carpentry, plumbing, cabinetmaking, sheet metal, painting, and electricity. Each of these people is currently receiving or has completed apprenticeship training. All of them have their own stories and experiences that led them to the satisfaction of a career in a skilled trade.

This video is one of the products developed under a grant from the U.S. Department of Education to Fairfax County (Virginia) Public Schools. The purpose of the Cooperative Demonstration Grant is to recruit women, minorities, and English-as-a-second language speakers into eight construction trades. Northern Virginia has in recent years experienced a tremendous growth in the construction industry, resulting in a serious shortage of skilled workers. The demographics of our changing workforce clearly indicate the need for recruiting women, minorities, and foreign born populations into the construction industry. The video also seeks to promote the advantages of apprenticeship training, with its unique system of paid on-the-job training and related instruction. "Consider Apprenticeship" is available in English, Korean, Spanish and Vietnamese versions.

Suggested Use

This video is suggested for use with any adult audience of women, minorities or English-as-a-second language speakers seeking to make a career change or learn about training opportunities. It is designed for use by:

- adult educators
- job training coordinators
- appropriate community based organizations

Possible audiences include:

- Instructor and counselor inservice programs
- Business and industry advisory councils
- Construction industry organizations
- Single parent and homemaker groups
- Vocational educators
- Refugee assistance organizations
- Churches with large foreign born populations

For further information contact Anne Teresa, Project Coordinator, at (703) 893-1090.

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APPENDIX I

LIST OF AGENCIES AND ORGANIZATIONS

Agencies and Programs for Referral

Project Update (Vocational Counseling for displaced homemakers and single parents)	(703) 893-7195
English as a Second Language Marshall High Schools Room 100 G.E.D. or Adult High School External Diploma Program	(703) 280-2248
Tutoring (**Mary Brookshire**) (individual adult basic education through specific course work)	(703) 246-2139
Fairfax Alcohol and Drug Services	(703) 934-5477
Emergency shelter or food assistance: United Community Services (Bryant area)	(703) 768-7106
Northern Virginia Family Services	(703) 237-1611
Reston Inter-Faith	(703) 476-6452
Legalization problems: Spanish Speaking Committee of Virginia Connections (other nationalities)	 (703) 671-5666 (703) 533-3302
Fairfax County Manpower Services Employment training and counseling	(703) 765-0272 (Bryant Area) (703) 481-0905 (Reston Area) (703) 536-2040 (Willston Area)
Vietnamese Counselor (Mai Duong) Woodburn Mental Health Center	(703) 573-0523

ADVISORY COMMITTEE

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Executive Director
United Christian Ministries
7411 Fordson Road
Alexandria, Virginia 22306
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*Ms. Shelley Ploe
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Alexandria, VA. 22304-9229
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*Mr. Eugene Buccelli
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*Ms. Sandy Lowe
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Fairfax, Virginia 22046
(703) 246-5171

*Mr. Mike Coffman
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Bethesda, Maryland 20816
(703) 229-2446)

*Ms. Kathy Steeves
Executive Secretary FAXVO
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Falls Church, Virginia 22042

*Mr. Mike Cantrall
Vice-President
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Bethesda, Maryland 20814
(301) 657-8000

*Mr. Jim Hubbard
Executive Director
Associated Builders and Contractors
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Falls Church, Virginia 22043
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APPENDIX II

PUBLICITY, NEWSPAPER ARTICLES, AND ADVERTISEMENTS

They learn in apprentice program

By Greg Ford

Arlington's Barbara Chaney had two things a lot of people want: a college education and work in the white-collar world. Armed with a degree in teaching, she worked as teacher, an administrative assistant and an office manager.

However, she found that the white-collar world just wasn't for her.

"All those things told me that this is not what I wanted to do," she says. "So at the age of 29 I threw that all away and decided to become a blue-collar worker."

Now Ms. Chaney is an assistant tenant foreman, with an expertise in carpentry, for Tycon Construction in Vienna.

"My income went up for the first time in 10 years," she says. "Now I'm pushing the $30,000 mark. It was very rewarding monetarily."

In order to arrive at where she is, Ms. Chaney had to spend three years in apprenticeship training programs. Two of those years were spent with an apprenticeship program run by the Fairfax County school system.

The program combines both classroom training one night a week and on-the-job training. Ms. Chaney graduated in June.

This year the program received a $315,000 grant in January from the U.S. Department of Education to help target women and persons speaking limited English to help solve the critical labor shortage in the construction industry, project coordinator Anna Teresa says.

"That's what the balance of the force is going to look like, because of the demographics of our area," she says, adding that the program also targets minorities. "In this area [construction] women are underrepresented in the trades."

The program, a partnership between the school system and the Virginia Merit Shop Education Foundation (VMSEF), will provide pre-apprenticeship training for the targeted groups, career counseling and assessment, information on apprenticeship and careers in skilled trades, and employability skills training.

The program offers eight skilled trades: electrician, bricklayer, carpenter, sheet metal worker, painter, cabinet-maker, heat and air conditioning mechanic, and plumber.

"We think this is a great opportunity for people who are unhappy with their progress now," Ms. Teresa says.

She says 79 people have gone through the pre-apprentice program under the grant. She says most of them have come from Fairfax County, but added that it is open to anyone in Northern Virginia.

"We have currently placed eight people," she says.

She says most people are interested in becoming electricians, plumbers and cabinetmakers.

"I'm not sure why [those programs are so popular]," she says. "I guess electricians and plumbers are highly paid. And I guess cabinetmaking appeals to people with an artistic sense."

To go along with their training, participants in the program also receive counseling. Counselor Donna Brand says the sessions involve such things as what the participants' career goals are, as well as items such as how to dress and present oneself at an interview.

The counseling sessions, she says, also try to figure out what problems, such as finding child care, might arise.

As for Ms. Chaney, who completed most of her work before the grant was given out, she was the only woman in her carpentry training class.

Once she got into the work force, Ms. Chaney says, she was able to overcome two problems: the fact that blue-collar workers are not held in high regard in society and the fact that she was a woman in a male-dominated area.

"The problem in this country is that there is a blue-collar stigma," she says. "They're craftsmen. Not everybody can do their kind of work."

As for being a woman, Ms. Chaney says a lot of her friends were supportive.

"They were more excited that I was able to overcome the stigma [about women in the work force]," she says. "Every time I tell women what I've done they say, 'I wish I had the courage to do that.' "

Anyone interested in enrolling in the Fairfax County program can call 448-7419 or 768-1053.

ARLINGTON COURIER, July 19,1989, p5.

Careers in the skilled construction trades, orientation sessions for pre-apprenticeship training, 6 to 9 p.m., Marshall High School, 7731 Leesburg Pike, Falls Church. 448-7419 or 768-1053.

"On the Agenda",
FAIRFAX JOURNAL,
Jan. 22, 1990, n.p.

WASHINGTON POST,
Feb. 4 and 7, 1990

CAREER TRAINING

Earn Good Wages While You Learn a Skilled Trade

- Bricklaying
- Cabinetmaking
- Carpentry
- Sheet Metal
- Electrical
- HVAC
- Painting
- Plumbing

The Fairfax County Public Schools Apprenticeship Office, in partnership with the Virginia Merit Shop Education Foundation, is offering FREE apprenticeship training and job placement assistance to qualified individuals interested in careers in construction. Minorities, women, and limited English speakers are encouraged to apply.

For more information call:

768-1053 Alexandria
448-7419 Falls Church

Sponsored by a Grant From
The U.S. Department of Education

BEST COPY AVAILABLE

VMSEF and Fairfax Co. Schs. Awarded $315,000 Demo Grant

ALEXANDRIA, VA – The U.S. Department of Education has awarded a federal demonstration grant in the amount of $315,000 to the Fairfax County Public Schools in partnership with the Virginia Merit Shop Education Foundation (VMSEF). The grant is aimed at developing methods to increase participation by women, minorities, and people who speak English as a second language in construction trades apprenticeship programs.

Specifically, VMSEF and the public schools are to recruit 300 persons into short-term pre-apprenticeship training programs over the next 18 months. The school system will provide the necessary pre-apprenticeship training, after which VMSEF will place these students with employers in existing apprenticeship programs. VMSEF will also be active in setting standards for the pre-apprenticeship training, and helping identify and place people in the program.

VMSEF Executive Director Dot Bowen says, "We recognize that 300 apprenticeships placements is a challenging goal, but we also recognize that the need for apprentices is large enough to absorb that many people and more. So, the true challenge is to fine people who are serious about a career in the construction industry. That's why this pre-apprentice program is such a good idea; those who take part in it will learn what their chosen craft requires of them, which will show potential employers that they have a certain level of dedication to a career in that craft."

The grant team will consist of five full-time personnel, headed up by Anne Hancock Teresa. Mrs. Teresa has worked in career development and placement capacities at the University of Arkansas at Monticello, and the Bluefield State College in Bluefield, West Virginia. Two full-time grant personnel will be located in the VMSEF office, with two others at the school system's Pimmit Center, and the final person at the Byrant Adult Center where the pre-apprenticeship training will actually take place. The team will work closely with both Ms. Bowen of VMSEF and Dr. Ellen Carlos, who heads the apprenticeship related instruction area for the schools.

The Virginia Merit Shop Education Foundation is a nonprofit foundation formed in 1987 in recognition of the need for the entire Northern Virginia construction community to work together on the vital issue of manpower development and craft training.

WASHINGTON REALTOR, April 10, 1989, n.p.

Workshop on Careers in Skilled Trades

Attend a Pre-Apprenticeship Training Workshop to learn about career opportunities in the skilled trades July 24 to 28 at Chantilly High from 6 to 9 p.m.

The workshop is especially geared to women, limited English speakers and anyone 18 or over who would like to learn about becoming an electrician, sheet metal worker, bricklayer, carpenter, plumber, cabinetmaker and more.

The free program provides pre-apprenticeship training, including counseling, information on the skilled trades, and employability skills training. Project counselors provide assistance with clients in job readiness, on-the-job training placements and follow-up.

The project is 75 percent funded by the U.S. Dept. of Education for Fairfax County Public Schools. The Virginia Merit Shop Education Foundation is the partner in the program.

Call Project Coordinator Anne Teresa at 448-7419 for more information.

CENTER VIEW, July 13, 1989, p16.

Pre-Apprenticeship Training for Careers in Construction

Learn about careers in construction through apprenticeship! Free Pre-Apprenticeship Training is now being offered for women, minorities, and limited English speakers. Learn which trade interests you, how to find and hold a job, and how the construction industry works. Child care assistance is available.

Summer Sessions: June 5-9
June 12-16
June 21-23

The training is sponsored by Fairfax County Public Schools, Office of Adult and Community Education. To register or learn more call Anne Teresa at 448-7419.

"Project Update", NEWSLETTER OF NORTHERN VIRGINIA, March/April 1989, p3.

Apprenticeship program

Fairfax County Public Schools recently received a grant from the U.S. Department of Education to demonstrate successful ways of recruiting and retaining women, minorities and people whose second language is English into the construction-related skilled trades.

The next pre-apprenticeship training and orientation program is scheduled for 6 to 9 p.m. Monday through Friday next week at Baileys Elementary School, 6111 Norwood Drive, Falls Church.

The apprenticeship program consists of classroom instruction and supervised on-the-job training. Project counselors will provide placements and follow-up. Child care will be available in the free program.

Call 448-7419.

FAIRFAX JOURNAL, Aug. 2, 1989, p A8.

APPRENTICESHIP PROGRAM
REACHES OUT

Dr. Ellen Carlos, director of the Apprenticeship Program, has announced a new program to introduce women, minorities, and people who speak English as a second language to the many opportunities available through apprenticeship.

Working in cooperation with the Virginia Merit Shop Education Foundation--an association of construction industry-related employers--the school system will provide pre-apprenticeship training to orient participants to the kinds of careers available through apprenticeship. They will focus on occupations in the construction trades, such as heating, air conditioning, sheet metal, electricity, cabinetmaking, carpentry, painting, and masonry.

The apprenticeship program combines classroom instruction with on-the-job training. The current shortage of skilled workers is opening new doors to people who in earlier times were often not included. If you are interested in learning more about these opportunities, contact your Project Update counselor.

"Reaching Out", FAIRFAX COUNTY DEPT. OF COMMUNITY ACTION, n.d., p7.

APPRENTICESHIP PROGRAM OFFERED

Women, minorities, and those who speak English as a second language are encouraged to apply for apprenticeship classes that begin in April. Training is provided for several construction-related jobs.

The project uses existing apprenticeship programs in Northern Virginia and uses support service agencies to provide skills training as well as day care, counseling, employment services, and career development. The program is offered by Fairfax County Public Schools in cooperation with the Virginia Merit Shop Education Foundation, Inc.

For information about the program and the requirements for being an apprentice, call Ann Teresa at 448-4719.

FAMILYGRAM, April 1989, p7.

PRE-APPRENTICESHIP TRAINING

Participants in Project Update Career Planning Workshops this spring were treated to a presentation by Anne Teresa, coordinator of the new Pre-Apprenticeship Training program. With great enthusiasm, Anne described the exciting opportunities for training, career growth, and solid income provided by the apprenticeship program.

Pre-Apprenticeship Training offers women a chance to learn about and get a "taste" of some of the apprenticeable trades, before making a commitment to a specific career field. Interested? Contact your counselor or call Anne Teresa at 893-7195.

"Reaching Out", FAIRFAX COUNTY DEPT. OF COMMUNITY ACTION, May/June 1989, p4.

APPRENTICESHIP DEMONSTRATION GRANT

Learn about careers in construction through an apprenticeship. Free pre-apprenticeship training is now being offered for women, minorities, and those with limited-English speaking proficiency. Learn what trade you might be best at, how to find and hold a job, and how the construction industry works. Child care assistance is available. For more information or to register, call 448-7419.

FAMILYGRAM, June 1989, p3.

V.M.S.E.F. Corner

Virginia Merit Shop Education Foundation
6601 Little River Turnpike, Suite 320
Alexandria, Virginia 22312
Dot Bowen, Executive Director
(703) 941-5596

V.M.S.E.F.

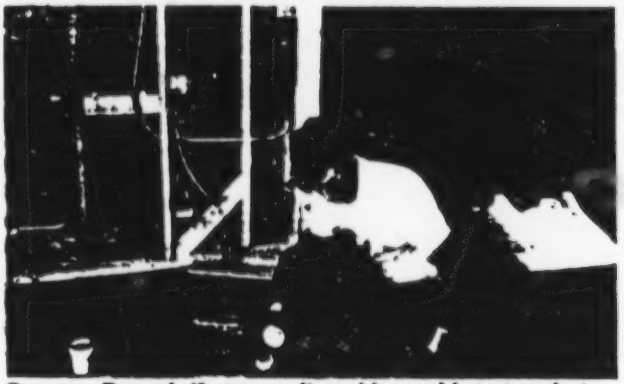
Stands for Construction Craft Training

VMSEF Plumbing Apprentice Takes First in National Contest

Cameron Dressel, a fourth-year plumbing apprentice employed by Commonwealth Enterprises of Northern Virginia, Inc., took top honors in the plumbing competition held as part of the ABC National Craft Olympics on March 21. Dressel bested approximately 20 other ABC apprentices from across the nation in a grueling competition comprised of a four-hour written and a four-hour practical exam.

For his efforts, Cameron was recognized before hundreds of ABC members at an awards breakfast March 22. He also received a bonus from his employer -- a free night at the Watergate Hotel in Washington and a cash prize.

Cameron's only regret is that he'll graduate from the apprentice program in June and won't be eligible for next year's competition to be held in New Orleans, Louisiana. The Plumbing Advisory Committee is already looking at the second and third year classes to identify prospective contestants for next year.



Cameron Dressel (foreground) working on his test project at the ABC National Craft Olympics. His work took first among entries from all over the U.S.

Department of Education Grant Update

Efforts to recruit women, minorities, and those with limited English skills into a one-week pre-apprenticeship training program are well under way. Anne Theresa will coordinate the efforts of a five-person grant team, consisting of counselors Donna Brand and Charlotte James, and support personnel Kelly Scott and Florence Foust.

The pre-apprenticeship sessions are scheduled for April, May, and June at the Bryant and Pimmitt Adult Centers. Interested graduates of the classes will be placed by VMSEF with industry employers who agree to continue their training in regular apprenticeship programs.

Painters and Plumbers Take Field Trips

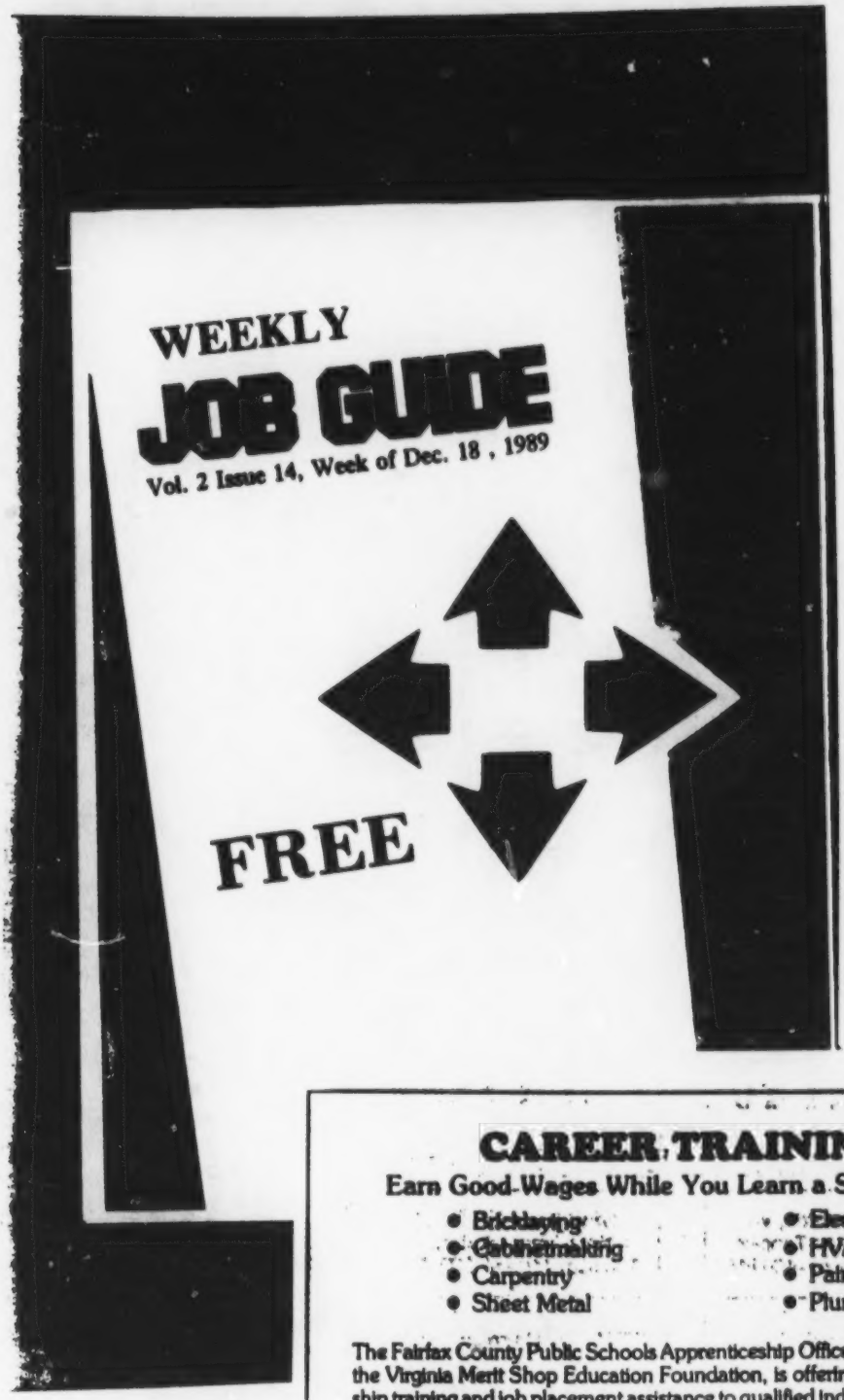
The painting apprenticeship students recently had a first-hand opportunity to see what true craftsmen can accomplish. A Saturday field trip to the National Paint and Coatings Association headquarters in Washington revealed a variety of faux finishing and gilding examples and other special painting techniques.

The plumbing apprentices also took a Saturday field trip to study state-of-the-art plumbing techniques. They visited a state police forensics laboratory under construction in Fairfax.

Apprentice Evaluations Needed for Graduation Banquet

The VMSEF Trade Advisory Committsse have begu n the process of identifying candidates for the top VMSEF apprentice awards to be presented at the June 13 graduation banquet. Selections for the winner in each of VMSEF's craft areas will be made based on grades, attendance, and employer ratings. Employers will be notified if their employees are in the running for these awards, and will be asked to complete a field evaluation survey form.

The apprentices' job performance evaluations must be returned promptly to the VMSEF office so that they can be tallied. Apprentices could be disqualified from consideration without this vital employer input.



CAREER TRAINING

Earn Good Wages While You Learn a Skilled Trade

- Bricklaying
- Cabinetmaking
- Carpentry
- Sheet Metal
- Electrical
- HVAC
- Painting
- Plumbing

The Fairfax County Public Schools Apprenticeship Office, in partnership with the Virginia Merit Shop Education Foundation, is offering FREE apprenticeship training and job placement assistance to qualified individuals interested in careers in construction. Minorities, women, and limited English speakers are encouraged to apply.

For more information call:

768-1053 Alexandria

448-7419 Falls Church

Sponsored by a Grant From
The U.S. Department of Education

The Job Guide Feb 12

USAA Sentinel

dedicated exclusively to the protection and betterment of apprenticeship.

AUGUST 1990

APPRENTICESHIP--A PARTNERSHIP PROJECT

The Apprenticeship Cooperative Demonstration Grant is a joint effort between Fairfax County Public Schools Office of Adult and Community Education and the Virginia Merit Shop Education Foundation. Fairfax County Public Schools is the sponsoring organization for apprenticeship related instruction in Northern Virginia, serving over 2,000 apprentices annually in more than 20 different trades. The Virginia Merit Shop Education Foundation is a not-for-profit foundation providing a program of continuing education in construction, including apprenticeship training.

Funded by a grant from the Office of Vocational and Adult Education, U.S. Department of Education, the project was designed to alleviate a critical shortage of skilled construction workers in northern Virginia, and promote apprenticeship training through this public/private partnership.

Project Goals & Activities:

- ***to encourage participation of women, minorities and limited English speakers in the construction trades**
- ***to promote apprenticeship training**
- ***to demonstrate the effectiveness of a public/private partnership as a model for replication**
- ***to reduce the current worker shortages in demand occupations in the construction industry**

Interested clients were provided short term pre-apprenticeship training which included orientation to the skilled trades and apprenticeship training, individual assessment, and job-handling skills. Minimum wage stipends were paid during the training, and child care assistance was made available. During the eighteen month grant period more than 300 persons were served, with over 20% placed in entry level jobs in eight different construction trades.

For additional information write to Fairfax county Public Schools Apprenticeship, 7510 Lisle Avenue, Falls Church, VA 22043.

aic REPORT

APPRENTICESHIP
INFORMATION
CENTER

386 S. Pickett Street
Alexandria, Virginia 22304-0470
(703) 823-4135

March 1989

APPRENTICESHIP DEMONSTRATION PROJECT UNDERWAY

The Fairfax County Public Schools has received a grant from the U.S. Department of Education to attract more women, minorities, and limited English speakers into Apprenticeship. The project, a cooperative venture with the Virginia Merit Shop Education Foundation (VMSEF), is focusing specifically on eight construction trades: cabinetmaking, carpentry, electrical, heating and air conditioning, masonry, painting, plumbing, and sheet metal. Pre-apprenticeship training will be provided, including free career testing and assessment, overviews of apprenticeship and the construction industry, and employability skills training. Several sessions of pre-apprenticeship training are scheduled for April, May, and June. Child care assistance will provided during the sessions.

The goals of this project are twofold: To open the doors of apprenticeship to a larger variety of participants and to promote it as an exciting and rewarding career opportunity; and to help prepare more skilled workers to address serious labor shortage in the construction industry.

For further information contact Anne Teresa at 448-7419 or 893-7195, or Connie Glidewell at 823-4135.

COOPERATING AGENCIES:

Virginia Employment Commission
Virginia Dept. of Labor & Industry
Virginia Dept. of Education
U.S. Bureau of Apprenticeship & Training

VIRGINIA MERIT SHOP
EDUCATION FOUNDATION, INC.

6601 Little River Turnpike, Suite 320
Alexandria, Virginia 22312
(703) 941-8281

Apprenticeship Training • Continuing Education • Special Training Seminars

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DOT BOWEN
Executive Director
VMSEF

March 30, 1989

Dear Mr.

The Virginia Merit Shop Education Foundation has entered into a cooperative agreement with the Fairfax County Public Schools in an exciting effort designed to help address your needs for more skilled workers. Under a grant from the U.S. Department of Education, a five-person team will recruit women, minorities and limited English speakers into building trades apprenticeship programs.

Specifically, we will hold six one-week pre-apprenticeship training programs during April, May and June of 1989 (and again in 1990) where people from these groups will learn about the construction industry. They will hear presentations from people in the industry that outline exactly what kind of work is involved in each trade. They will also receive counseling from experienced professionals who will coach them on such things as the importance of coming to work every day and on time. Special help with transportation problems, child care, and language barriers will also be available.

Once they complete this pre-apprenticeship training they will decide which trade, if any, they wish to pursue. They will then be placed with employers who will put them to work and continue their training, both on-the-job and through enrollment in our regular apprenticeship related-instruction next September. As an added incentive, the first year's tuition will be paid for them under the grant.

We hope you will participate in this program. If you would like to be contacted as a potential employer for these individuals, please take a few minutes to complete the enclosed survey form and return it to the VMSEF office. By outlining your specific requirements on this form, you can be assured that all individuals referred to you meet those requirements.

If you or a member of your staff would be willing to make a 10-15 minute presentation to one of our classes on the nature of your business, or if you would be willing to take a group of students on a tour of one of your job sites, we would appreciate it if you would so indicate on the enclosed form.

All available statistics indicate our future workforce will be vastly different than the one we are accustomed to dealing with and, in fact, most of you have probably already seen the beginning of this trend. Huge percentages of the future workforce will consist of individuals from the groups we are targeting in this project. With your early participation, we can start offering whatever special training these groups need to become skilled, productive craftspersons.

Our coordinator for this project is Anne Teresa, who can be reached at 448-7419 or 893-7195. Both Anne and I are available to talk with you further about this program or to answer any questions you might have. We look forward to working with you in the coming months.

Sincerely,

Dot Bowen

Dot Bowen
Executive Director

Enclosure

VMSEF EMPLOYER SURVEY

/__/ I am interested in interviewing individuals that complete the pre-apprenticeship training program for possible employment with my company. My specific requirements are outlined on the job order form below. I understand they will then be enrolled in a regular apprenticeship program and that it will be my responsibility to provide them with on-the-job training while they apprentice in their chosen craft.

/__/ I am interested in participating in the pre-apprenticeship one-week training program, and would be willing to make a 10-15 minute presentation on my industry or take 10-15 students through a tour of one of my company's job sites.

/__/ I am not interested in this program at this time.

JOB ORDER FORM

Employer Name _____

Employer Address _____

_____

Contact Person to Arrange for Interviews: _____

We will consider applicants for the following position(s): _____

_____

List of task) to be performed and equipment to be operated: _____

_____

Number of vacancies available: _____

Work Hours _____ to _____ No. of Days Per Week _____

Pay Per Hour _____

JOB REQUIREMENTS:

1. What is the minimum education you require to perform this/these jobs? _____

2. Will you consider applicants with little or no previous work experience? _____ If no, please list the minimum amount and type of experience you require: _____

3. Will you require these individuals to have their own tools in order to be considered for employment? ___ If yes, please specify: _____

4. Will you require applicants to have a driver's license for this/these positions? _____

5. Would the potential employees be required to report to various job sites on a regular basis, or would they report primarily to one central location? _____

6. If they do not own a car, but can reach your location via public transportation, would you consider them for employment? _____

7. Will the work require heavy lifting? _____ If yes, please specify: _____

8. Please list any other requirements you have for employment: _____

_____

(Please fold, staple and drop in the mail)

APPENDIX III

JOB DESCRIPTIONS

PROJECT DIRECTORS

JOB

DESCRIPTION: The Co-Directors, one from the public sector (Fairfax County Public Schools) and one from the private sector (Virginia Merit Shops Education Foundation), will be responsible for the administration of the project including: hiring of personnel, overseeing the smooth completion of all the activities planned in reaching the project's objectives, assuring cooperation at all levels, reviewing interim and final reports, managing the budget, and assisting with all phases of the project.

EDUCATION: Degree from a college or university in a related field.

EXPERIENCE: Experience in program administration in the public and/or private sector, including: development of promotional materials, conference coordination, curriculum development, intergroup cooperation, public speaking, organizational and writing skills. Experiences must include working with equity issues including women, minorities, and people who speak English as a second language involved in non-traditional occupations; and experience with apprenticeship programs including working with advisory committees and other groups.

PROJECT COORDINATOR

JOB

DESCRIPTION: This person will be responsible for the day-to-day operation of the project including development of the materials for promotion and recruitment, development and coordination of the pre-apprenticeship training and the on-the-job training development of the support system for the clients, coordination of the teacher in-service conference, evaluation and dissemination of the results of the project, and preparation of the interim and final reports to the project officer.

EDUCATION: Bachelors degree.

EXPERIENCE: Experience in both the public and private sector in development of promotional materials, conference coordination, curriculum development, intergroup cooperation, public speaking, organizational and writing skills. Pluses include experience with equity issues including women, minorities, and people who speak English as a second language involved in non-traditional occupations; scheduling and telephoning skills; experience with apprenticeship programs including working with advisory committees and other groups.

PROJECT COUNSELOR

JOB DESCRIPTION: The project counselor will be responsible for the actual delivery of the services to the clients including: promoting and recruiting clients into the program, coordinating and presenting the pre-apprenticeship training, assessing clients' attitudes, aptitudes, interests and skills, locating on-the-job training slots for the clients, organizing and leading support groups for the clients, supervising on-the-job training and related-instruction during first year of apprenticeship, monitoring and evaluating client's experiences to ensure early problem-solving rather than crisis management, communicate with other project personnel, assist in delivering teacher in-service.

EDUCATION: Bachelors degree.

EXPERIENCE: Experience in the private sector in development of on-the-job training slots, organizing support groups, conference coordination, curriculum development, intergroup cooperation, public speaking, organizational and writing skills. Pluses include experience with equity issues including women, minorities, and people who speak English as a second language involved in non-traditional occupations; scheduling and telephoning skills; experience with apprenticeship programs including working with advisory committees and other groups.

APPENDIX IV

BASELINE MANAGEMENT PLAN

Fairfax County Public Schools
Apprenticeship Demonstration Grant Program

Baseline Management Plan

The baseline management plan includes all tasks and activities scheduled to be performed during the project. This plan will be used to monitor progress for each task and activity, and will be finalized after meeting with the ED project officer and incorporating his comments into the final document.

The project will be managed by the Fairfax County Public Schools Office of Adult and Community Education in cooperation with the Virginia Merit Shop Education Foundation. The project will be conducted by two part-time co-directors, one full-time project coordinator,and two full time counselors. The coordinator will be responsible for all tasks and activities, supervision of staff, and all deliverables to the ED project officer. The project staff will be advised and assisted by an Advisory Committee which will be convened for the project.

Objectives:

The objectives of this project are to:

- encourage participation of women, minorities, and English as a second language speakers in apprenticeship.
- encourage the reduction of sex biases and sex stereotyping in the construction industry.
- train workers in high technology occupations in the construction trades.
- use apprenticeship and on-the-job training to provide career paths for permanent positions in the construction industry.

Tasks and Activities:

In order to achieve the objectives stated above, the following tasks and activities will be undertaken:

1.Initial planning and project activities:

Feb 89	1.1.	Initial meeting with ED Project officer.
Feb	1.2.	Baseline management plan finalized.
Feb	1.3.	Identify members of the project advisory committee.
Feb	1.4.	Begin development of promotional and client recruiting materials
Feb	1.5.	Hire secretarial support staff.
Feb	1.6.	Begin to establish network for client recruiting through appropriate agencies and organizations.

2. **Develop and produce Pre-Apprenticeship Training. (PAT)**

Mar 89	2.1.	Design materials for PAT and schedule presenters.
Mar	2.2.	Acquire sites and establish hours for PAT.
Mar	2.3.	Hire project counselors.
Mar	2.4.	Develop support services for clients, including testing and assessment, day care provisions, ESL instruction, social services, etc.
Mar	2.5.	Continue promotion and client recruiting; design additional recruiting materials.
Mar	2.6.	Pre-screen PAT applicants.
Mar	2.7.	First quarterly report.

3. **Deliver first cycle of PAT.**

Apr 89	3.1.	Arrange for stipends during PAT.
Apr-Ju	3.2.	Ensure clients have necessary support services in place.
Apr-Ju	3.3.	Deliver first set of six PATs, in two-week cycles.
Apr-Ju	3.4.	Schedule employer interviews for clients.
June	3.5.	Second quarterly report.
June	3.6.	Convene advisory committee.

4. **Follow up to PAT.**

Apr-Aug	4.1.	Begin On the Job Training (OJT) for PAT completers.
Apr-Aug	4.2.	Register PAT completers with the Virginia Department of Labor.
Apr-Sep	4.3.	Continue support services for clients.
June	4.4.	Evaluate PAT and make revisions for next sessions.
July	4.5.	Begin work on recruiting video and brochure.
Sept	4.6.	Third quarterly report.
Oct	4.7.	Convene Advisory Committee.

5. **Related Instruction Component.**

Aug	5.1.	Develop and deliver in-service training for RI instructors.
Aug-May	5.2.	Continue support services for clients.
Sept	5.3.	Enroll apprentices in Related Instruction.
Oct	5.4.	Evaluate instructor in-service training and materials.
Nov	5.5.	Deliver instructor in-service guide to ED.
Dec	5.6.	Fourth quarterly report.

6. Dissemination Plan and Activities.

Dec 89		Present at AVA
Feb 90	6.1.	Convene advisory committee.
Feb-Mar	6.2.	Recruit clients for second PAT phase.
Mar	6.3.	Begin development of project summary brochure.
Mar	6.4.	Prepare materials for second cycle of PAT instruction.
Mar	6.5.	Fifth quarterly report.
May	6.6.	Enter materials into ERIC and VERS.
May	6.7.	Outline final report.
May	6.8.	Deliver PAT curriculum guide to ED.

7. Deliver second phase of PAT.

Apr	7.1.	Deliver recruiting and promotional materials to ED.
Apr-Jun	7.2.	Arrange for stipends during PAT.
Apr-Jun	7.3.	Ensure day care and other client support services.
Apr-Jun	7.4.	Deliver second cycle of six PATs in two-week cycles.
Apr-Jun	7.5.	Schedule employee interviews for PAT.
May	7.6.	Final advisory committee meeting.
June	7.7.	Sixth quarterly report.

8. Final project activities.

May-Jun	8.1.	Final project evaluation.
May	8.2.	Prepare project description brochure and deliver to ED.
Apr-Jun	8.3.	Register apprentices with Virginia DOL.
Apr-Jun	8.4.	Enroll apprentices from first cycle into level two of Related Instruction; enroll apprentices from second cycle into level one of Related Instruction.
June	8.5.	Prepare final project report.
June	8.6.	Disseminate project summary brochure.